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ABSTRACT

Community-based early childhood education and development programs can serve a geographical community, but may also serve a group not necessarily from the same community but who have a deep interest in one or more community-based schools. This set of booklets provides a proposal and program characteristics for a community-based early childhood education center. The six booklets are as follows: (1) "Community Based Preschools," including reasons for community-based pre-schools and fundraising guidelines; (2) "The Why, What, and How of a Community-based Early Childhood Education Centre," including activities that would take place, the managerial hierarchy, and how local funding is raised; (3) "Local Fund-raising in Early Childhood Education Centres," including forms for calculating funding amounts and expenses at the centre level; (4) "National Fund Raising," including form letters requesting sponsorship; (5) "Agendas for Board Meetings of Caribbean Community-based Early Childhood Education Centres," including parent meetings, Parents as Teachers Programme, Parent Educator minutes, scholarships, annual budgets, policies, and elections; and (6) "Profile of the National Association of Early Childhood Educators [NAECE]," including a 5-year action plan, rationale, objectives and mission statement of the NAECE. (WJC)

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[CARIBBEAN COMMUNITY-BASED EARLY CHILDHOOD EDUCATION CENTRES, NATIONAL FUND RAISING, AND A PROFILE OF THE NATIONAL ASSOCIATION OF EARLY CHILDHOOD EDUCATORS]

The Laborie Community Education Centre
Citrus Grove
Laborie
Saint Lucia
West Indies

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COMMUNITY BASED PRE-SCHOOLS

Rosamunde Renard, Floor Member, NAECE, 26/10/95

DEFINITION OF COMMUNITY IN COMMUNITY-BASED PRE-SCHOOLS

1. Community based pre-schools can be located in geographical communities where people live

OR

2. Community based pre-schools can be formed from a group of people who are not necessarily from the same community but who have a deep interest in one or more community based pre-schools

REASONS FOR COMMUNITY-BASED PRE-SCHOOLS

1. PRACTICAL REASON

A. Any pre-school programme which is community based can get at least half of the money/fees got from its parents every year through community fund-raising

B. A community-based pre-school programme can raise monies from overseas funding agencies because it is community-based. (Pre-schools which are affordable and cater for at-risk children and parents stand a greater chance of getting overseas funding. However, high cost pre-schools can also get funding if they are community based. Note it does not matter whether the pre-

school is owned by an administrator or by the community. The Pre-school would, however, have to be run by a board.

Being run by a board does not mean that the administrator loses total control. A board should, for example, not be involved in day-to-day management. The administrator, for example, should continue to hire and fire her staff. A member of staff fired by the administrator, however, should be allowed to appeal to the board).

THE OTHER MAIN REASON FOR COMMUNITY BASED PRE-SCHOOLS IS

2. SPIRITUAL REASONS

A. Improvement of quality of pre-schools. All participants should be involved in

the definition of quality

B. Advocacy with government

C. Development of community spirit including concern for fellow human beings

D. Education of the community

E. Promotion of democracy

F. Creation of a rallying point for political consciousness and solidarity.

Abstract

In this thesis, communities in community-based early childhood education and development programmes are not only defined as geographical entities although they may be thus. A community based programme may, however, be a group of kindred spirits committed to serving one or more community based programmes.

Community based programmes are also not seen as the only programme guideline needed for success in early childhood and development programmes. There are other programme guidelines necessary. However, it is an important one.

These types of programmes ie community based early childhood care and development programmes are important on two levels. The first is a practical one. Most community based programmes in early childhood education are capable of earning 50% of their annual revenues earned from fees - whether they are for profit or not-for-profit, affordable or high cost, in England, Indonesia or Haiti.

The second level of importance of community based early childhood care and development programmes is a spiritual one. And here, spiritual is taken to encompass all religions, including tribal and other indigenous religions and including beliefs in no

organized religion at all - if these religions and other beliefs do not result in wars and other forms of mental and physical anguish.

The spiritual benefits community based early childhood care and development programmes confer include the fact that they can serve as a rallying point for political consciousness and solidarity, foster democratic attitudes and encourage a sense of reciprocal responsibility for other human beings.

PRACTICALLY SPEAKING

WHY YOU RAISE EXTRA MONEY?

1. Through the development of the community spirit ie care for friends and neighbours as one point

2. Through community education on the importance of quality pre-school education and what it entails.

HOW DO YOU RAISE EXTRA MONEY?

1. By having at least one dedicated, hard working staff member willing to work extra hours if necessary to spearhead the drive

2. By having access to a resource

person if possible from the National Secretariat

3. By having access to a computer, typewriter, fax machine, photocopier possibly through a secretariat

4. By having self-confidence. I can raise the extra money

5. By estimating the target to be raised - 50% of parents fees

6. By having a community board

7. By having a group of community friends (50 or more) who meet at least once a year in an Annual General Meeting

8. By doing regular community education through newsletters, letters, group meetings, home

visits and so on

9. By identifying at least 3 fund-raising activities per term

10. By estimating amount to be raised for each activity

11. By having a plan of action for each activity. Discuss this plan with your ressource person

12. By targeting community donors living inside or outside the community through letters, telephone calls, visits and newsletters. This can raise you up to 20% of parent revenues

13. Through hard work.

This booklet was funded by

THE KELLOGG FOUNDATION

THE WHY, WHAT AND HOW OF A COMMUNITY-BASED EARLY CHILDHOOD EDUCATION CENTRE

Rosamunde Renard
LABCEC
13rd May, 1995

THIS BOOKLET WAS FUNDED BY

THE KELLOGG FOUNDATION

WHY HAVE A COMMUNITY-RUN EARLY CHILDHOOD EDUCATION CENTRE?

1. BECAUSE IT IS AN INVOLVED, SHARING AND CARING INSTITUTION

2. BECAUSE IT INSPIRES TRUST AND AN OPEN CLIMATE

3. BECAUSE IT IS FLEXIBLE

4. BECAUSE IT ENCOURAGES COOPERATION AND COORDINATION

5. BECAUSE IT GIVES ACCESS TO FUNDING FROM THE

COMMUNITY, GOVERNMENT, BUSINESS AND FUNDING AGENCIES.

WHAT ARE THE ACTIVITIES OF A COMMUNITY-RUN EARLY CHILDHOOD EDUCATION CENTRE?

1. AN EARLY CHILDHOOD EDUCATION PROGRAMME FOR 0 - 5 YEARS OLD

2. A PARENTS AS TEACHERS PROGRAMME WITH HOME VISITS AND GROUP MEETINGS

3. ANY OTHER RELATED COMMUNITY ACTIVITIES SUCH AS A YOUTH PROGRAMME.

WHO RUNS AND OWNS A COMMUNITY-RUN EARLY CHILDHOOD EDUCATION CENTRE?

1. THE ADMINISTRATOR
2. THE BOARD OF MANAGEMENT
3. THE PARENTS
4. THE SPONSORS
5. THE FRIENDS
6. THE STAFF MEMBERS
7. OTHER COMMUNITY MEMBERS

WHO IS THE BOARD OF MANAGEMENT OF A COMMUNITY-BASED EARLY CHILDHOOD EDUCATION CENTRE COMPOSED OF?

1. THE ADMINISTRATOR
2. THE DEPUTY ADMINISTRATOR
3. THE PRINCIPAL OF AN INFANT OR COMBINED SCHOOL IN THE COMMUNITY
4. THE DISTRICT EDUCATION OFFICER

5. OTHER INFLUENTIAL COMMUNITY MEMBERS

6. OTHER UNDERPRIVILEGED COMMUNITY MEMBERS

7. PARENTS

8. FRIENDS.

WHO ARE THE MEMBERS OF A COMMUNITY-BASED EARLY CHILDHOOD EDUCATION CENTRE COMPOSED OF?

1. THE BOARD OF MANAGEMENT
2. THE STAFF
3. THE FRIENDS
4. THE SPONSORS
5. THE PARENTS
6. OTHER COMMUNITY MEMBERS.

HOW IS LOCAL FUNDING RAISED?

1. EACH BOARD MEMBER CHOOSES 10 SPONSORS WHO GIVE $110.00 ANNUALLY

2. EACH ADMINISTRATOR CHOOSES PARENTS WHO AGREE TO GIVE $5.00 PER MONTH OR MORE IN A LUMP SUM IN ADDITION TO THEIR SCHOOL FEES

3. EACH BOARD MEMBER GIVES $10.00 PER MONTH

4. ANNUAL CONCERTS, BAZAARS AND OTHER FUND-RAISING ACTIVITIES

HOW MUCH CAN EACH COMMUNITY-BASED BOARD RAISE PER YEAR?

BETWEEN $5,000 TO $20,000 E.C. PER YEAR

WHO COORDINATES

THE FUND-RAISING AND

THE MEETINGS?

1. A SECRETARIAT EQUIPPED WITH FAX, PHOTOCOPIER, COMPUTER, TYPEWRITER ETC. BASED AT ONE CENTRE FOR EVERY 10 TO 14 CENTRES

2. ALL STAFF MEMBERS OF EACH CENTRE.

RESULTS OF COMMUNITY-RUN EARLY CHILDHOOD EDUCATION CENTRES

- MAXIMISE HUMAN RESOURCES
- MINIMIZE DUPLICATION
- IMPROVE COMMUNICATIONS
- INCREASE SHARING OF RESOURCES
- INCREASE JOB OPPORTUNITIES
- INCREASE CAREER AWARENESS
- INCREASE INVOLVEMENT

- **INCREASE EDUCATIONAL OPPORTUNITIES**

- **INCREASE RECREATIONAL OPPORTUNITIES**

- **DEVELOP COMMUNITY IDENTITY AND AWARENESS**

- **REDUCE CRIME**

- **REDUCE DELINQUENCY**

- **REDUCE VANDALISM**

- **REDUCE APATHY**

- **OTHER**

This booklet was inspired by William R. Cieri, Elmira City School District, New York, copyright Mott Foundation

LOCAL

FUND-RAISING

IN

EARLY CHILDHOOD EDUCATION CENTRES

Rosamunde Renard
LABCEC, 1996

This booklet was funded by

THE KELLOGG FOUNDATION

In Saint Lucia, as in all of the English speaking Caribbean countries except Grenada, Government devotes very little of its budget to early childhood education. Most of the early childhood education centres must find 95% or more of their recurrent budgets. In many centres all teachers do not receive their salaries for all months of the year. What is the situation of your centre? Moreover, the salaries remain low. What are the salaries in your centre? What would you like them to be?

If most early childhood development centres can only manage to pay low salaries to trained teachers and not for all months of the year, the situation as to meeting their other basic needs can only be imagined. For instance, do you have running water? Do you have flush toilets? Do you spend at least 10% of your annual budget on toys? Do you have a food programme? Do you have a fridge? A stove? A freezer? Do you offer full scholarships? How many per year? Do you offer partial scholarships for the poor? How many per year? What is the overturn rate of your staff?

If the amount per child for quality care in Saint Lucia was calculated in rural and urban communities, it would be seen that the cost for care far supersedes the amount given since most centres depend 90% or more on parent fees. Let us now calculate the amount of running expenses of your centre and compare it with your income.

MONTHLY BUDGET, 1995-1996

Month beginning ..... Ending .....

ITEM	RECEIVED/SPENT THIS MONTH	IN/ OUT SEPTEMBER TO ENDING MONTH	MONTHLY TARGET
1. FUNDRAISING			
a. Raffle.			
b. Photocopies			
c. Sponsors			
d. Rent			
e. Cake sales			
f. Parent Meet snacks			
g. Poor people's lunch			
g. Saturday sales			
h. Donors			
I. Miscellaneous			
l. Other			
2. GRANTS			
3. PARENT FEES			
4. Other			
TOTAL INCOME			
1. TELEPHONE			
2. ELECTRICITY			
3. WATER			
4. TRAVEL			

5. PER DIEM			
6. TRAINING			
7. SALARIES			
8. FOOD PRO.			
9 . STAMPS			
10. EQUIPMENT			
11. PREMISES			
12. MISCELLANEOUS			
TOTAL EXPENSES			

BALANCE IN BANK BOOK .....

Total income at beginning of the month .....

Total expenses at the beginning to the month.....

Balance in ledger book (not in bank book) .....

As you can see, your expenses far outweigh your income. If then parents cannot meet your expenses, what alternatives do you have in a developing nation like Saint Lucia in your quest for funding? Should government be asked to assume the costs the parents cannot afford to uptake? How then will quality be determined in terms of salaries for example? What happens to those parents who can afford to pay little or nothing at all. It is the opinion of one educator, Nimnicht, that a total government takeover would be a disaster? Do you agree? If government were to take over completely what would happen to your control? What would happen to the community's control? What happens in Grenada where the Government is responsible for the salaries at least? Do the centres meet fully the rest of the costs? Should Government assume the costs of early childhood education for parents who can afford to pay little or nothing? Should Government assist centres only where there is evidence that the centre is doing a certain amount of fund-raising itself?

Taking all these questions into consideration, and bearing in mind quality costs in terms of teachers salaries and regular equipment replaced, what percentage of your full quality cost can you meet with active fund-raising. Let us fill in the following table bearing in mind the maximum you think you can achieve from an active fund-raising drive.

Fund raising activities 95-96

Month .....

Activity	*Persons responsible*	*Monthly Amount to be raised*	*Actually raised*
1. Sponsors			
2. Cecs			
3. Cake sales			
4. Lunches			
5. Raffle			
6. Overseas grants			
7. Parent meet snacks			
8. Rotaract Annual Bazaar			
9. Annual poor peoples lunch			
10. Saturdays sales (1 or 2 per month)			
11. Meals on wheels			
12. Donors.			
13. Computer Certificates			
14. Corsages			
15. Popcorn day			
16. House to house sale			
17. Icecles			
18. Icecream sales			
19. Confectionery tray			
20. Hotdogs			
21. Other			

22. Other			
23. Other			
24. Other			
25. Other			
Total			

Now let us go back to the previous table and fill in the income you think you could manage to fund-raise and balance it with the expenses you would like to be able to meet. This time do not put the salaries you actually have. Put the salaries you would like to have. Remember pay your trained teachers adequately. And to cut costs and increase community commitment and increase commitment to the poor include volunteers possibly receiving tiny stipends among your adult/child ratios.

MONTHLY BUDGET, 1995-1996

Month beginning ..... Ending .....

ITEM	RECEIVED/SPENT THIS MONTH	IN/ OUT SEPTEMBER TO ENDING MONTH	MONTHLY TARGET
1. FUNDRAISING			
a. Raffle.			
b. Photocopies			
c. Sponsors			
d. Rent			
e. Cake sales			
f. Parent Meet snacks			
g. Poor people's lunch			
g. Saturday sales			
h. Donors			
I. Miscellaneous			
l. Other			
2. GRANTS			
3. PARENT FEES			
4. Other			
TOTAL INCOME			
1. TELEPHONE			
2. ELECTRICITY			
3. WATER			
4. TRAVEL			
5. PER DIEM			

6. TRAINING			
7. SALARIES			
8. FOOD PRO.			
9 . STAMPS			
10. EQUIPMENT			
11. PREMISES			
12. NIS			
13. MISCELLANEOUS			
TOTAL EXPENSES			

BALANCE IN BANK BOOK .....

Total income at beginning of the month .....

Total expenses at the beginning to the month.....

Balance in ledger book (not in bank book) .....

It is clear that even with full fund-raising drive, centres can meet at most 70% of the need for quality. How much did your centre reach? Should Government then assist in the impetus for community control and ownership by giving centres subventions based on the amounts they fund-raise themselves. Should they help in any case despite what centres fund-raise, remembering those children who do not attend early childhood education centres and who receive inadequate parenting and who can afford to pay little or nothing? What do professionals have to say? What do parents have to say? What do Government officials have to say? What does business have to say? What do other community members have to say? Show them this paper and ask them. Keep a list of all those with whom you have discussed this paper in detail.

LABCEC is a living example that an early childhood education centre can match parent fees from recurrent local and overseas funding. But where does the balance come from to achieve minimum quality.

The types of fund-raising that your centre can do may be traditional ones which have worked with one or two new activities thrown in. The difference is that these activities should be done systematically with an education component included stating why fund-raising for early childhood education should be a priority for all Saint Lucians.

Activities include raffles. Several communities could combine to make the prizes more attractive with a winner from each community. Activities also include icecream sales, cake sales, lunches, donors who give small sums, donors both local and foreign who give fixed and larger sums, making corsages, traditional house to house sales such as coconut cakes, popcorn days, setting up a small confectionary or other store, sale of icecicles.

However, regularity is the key to successful fund-raising. It is not one cake sale per year but eight or ten and so on.

A fundraising organizer, starting with a small honorarium and going up, should be employed. This person could be trained teacher teaching one hour a day and assisted by volunteers for the rest of the day while she fund-raises.

All members of staff need to be involved in community fund-raising. It

needs to be written into their job description. Some members, notably the administrative staff should raise larger amounts. Yet the size of the smaller contribution need not reflect any less work. The centres need to ensure that there is at least one person on staff who has reached a level of proficiency in C.X.C. English and Math for both communication skills written and oral as well as proficiency in financial management. It is important to understand that only those staff who have a high level of initiative, follow-up skills and a sense of community commitment, all three being essential, will be able to achieve greater amounts in fund-raising.

The support of the community is vital in fund-raising. Community members are the ones who donate, who sell raffle tickets, who allow ice-cream sales and popcorn sales to be held on school premises. They buy cakes, attend the lunches and buy corsages. Children in the community buy the icicles, the icecream and the confectionery. Most important, key community members and friends can diminish criticism of the centre. A criticism which has surfaced during fund-raising drives is the unquenchable need of the centre for financial gain. If the community truly understood the priority need for quality early childhood education, community members would not say this. Only community education on the priority importance of early childhood education and the financial needs of such a programme can limit or quench the criticism. The board members and friends of the centre are key persons in this community education since word of mouth still remains in rural Saint Lucia, at least, the best form of communication. Pamphlets and telephone calls to key persons can help. A thorough discussion of this paper with key persons can also help.

On a positive note, early childhood education centres which invest in community fund-raising as a major means of achieving quality translate to the community in countless little ways their undying love and support for Saint Lucian children.

Note to facilitator

1. **Write minutes of training session**

2. **Write down answers for each question asked on manual on separate paper from minutes**

3. **Keep a copy of the centre's real expenditure**

4. **Keep a copy of the centre's quality expenditure**

5. **Keep a copy of list of fund-raising activities and amounts to be raised per centre.**

NATIONAL FUND RAISING

Rosamunde Renard
The National Association of Early Childhood Educators
June 1996

Starting fund-raising from a local community

In 1993 LABCEC started the donor programme.

It raised $2,640.00 E.C. in 1994.
It raised $6,934.15 E.C. in 1995.

This donor programme has been tried irregularly in 3 other communities.

BANCEC raised approximately $ 600.00 in 1994.
SOUCEC raised approximately $3,000.00 in 1994.
HAPPY HOUSE raised approximately $1,000.00 in 1995.

If the donor programme had been done regularly in these areas, it is estimated that:

SOUCEC could have raised as much as $18,000.00
HAPPY HOUSE could have raised as much as $3,000.00
BANCEC could have raised as much as $3,000.00.

Two other programmes have proved of some success.

One is a smaller sum donor programme which, it is estimated, can make LABCEC at least $1,000.00 per year.

Another is a raffle programme.

Up scaling fund-raising nationally

There are approximately 150 early childhood education centres in Saint Lucia.

It can be estimated that more than 8,000 donors can be targeted through them. Using LABCEC (which receives 69 out of every 100 sponsors targeted) as a guide, it can be seen that more than 5,000 of these donors will donate under a coherent donation programme.

At $110.00 per year per individual donor and $250.00 per year per institutional or business donor, between $500,000.00 and $1,000,000.00 can be fund-raised from the Saint Lucian community on a national basis.

Beginning National fund-raising now by the National Association of Early Childhood Educators (NAECE)

The NAECE, through LABCEC as one of its two secretariats, has the present capacity to house 4 fund raising organizers. These fund raising organizers (FROs) can each target 500 persons and institutions or businesses per year. They will be paid on a commission basis of 25% with a decreasing commission after they have achieved a maximum commission of $800.00 per month. The NAECE will, thus, not have to put its hands into its pockets to pay them. However, the NAECE will need to pay administration and transport costs. The NAECE's own commission will be 25%. Half of the NAECE's 25% will go to administrative expenses. The other half will be used for projects such as buying land and building construction for the NAECE's membership. The remaining 50% will go to the centres. Thus, if a centre's donors give $3,000.00 per year, the centre will get $1,500.00. $750.00 will go to the FRO. $750.00 will go to the NAECE. The NAECE will use $375.00 for projects such as land, building and equipment for its general membership and $375.00 for its own running costs.

Up scaling National fund-raising by the NAECE

As soon as an additional computer with modem and printer, fax machine and photocopier is secured, the NAECE will be able to employ 3 more fund-raising organizers based at their northern secretariat to expand the programme. These 3 FROs will cater for 2,100 donors in all.

Full Up scaling

Full Up scaling will require the acquisition of 2 other computers with modems and printers, fax machines and photocopiers as well as 3 desks available at two other centres in Castries. The alternative would be to improve LABCEC's premises and to build a new northern secretariat with early childhood education centre attached in Castries. Full Up scaling will also require 3 more FROs.

Please note that all participating centres will need to pay its dues in full.

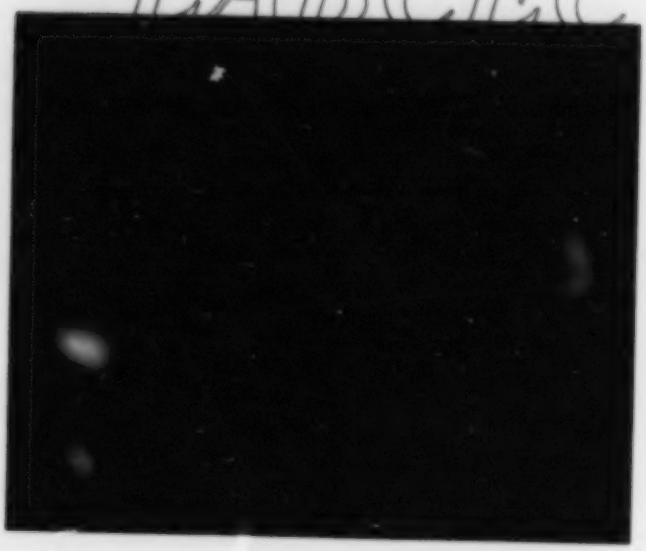
Running the programme by NAECE

A list of donors (along with full addresses at home and work, telephone no., fax no. And e-mail) will be compiled for the centre along with Administrators, staff, board members, the FRO and a member of the NAECE Executive or staff. This list will put on filing cards, on data base and on computer tables.

A letter, signed by the Administrator or Chairperson or Secretary of the board will be drafted along with the Administrator by a NAECE staff member and posted to the donors.

See example on the following page:

LABCEC



The Laborie Community Education
Citrus Grove
Labor
Saint Lucia
West Indies

25th April, 1996

Dear .....,

The Laborie Community Education Centre requests that you begin or continue to sponsor a child annually for Pre-School and Day care Education through a donation of $110.00 per year per child.

In the 21st century, Saint Lucia, like the rest of the Caribbean, will depend heavily on foreign investment for the growth of its economy, according to the OECS Director General, Dr. Vaughn Lewis.

If investors are to invest, the Saint Lucian workforce must be competitive. To do so the Saint Lucian workers must be intelligent, efficient, creative and hard workers, Dr. Lewis goes on to say. Gone will be the days when a country can get by with a small corps of efficient workers.

A minority of these new, efficient workers will be university graduates. However, the bulk of these workers will be those without university education.

For these workers, as for the university graduates, the foundation of their education will be the most important.

That foundation is at home, in pre-school and Day care and during the first three years of Infant School.

80% of a person's brain is formed before age 8. The other 20% is formed by age 17. The total development of the child during ages 0 - 8 is critical to St. Lucia's economic, social, political and cultural development.

The challenges to St. Lucia during the 21st century will be gigantic. To cope with these challenges, Saint Lucian people must be flexible problem solvers. These skills are achieved during the early years. The most successful university graduates have had solid foundations.

LABCEC concentrates on the child from 0 - 5 when 50% of the brain is formed through a pre-school and Day care programme and through a Parents as Teachers programme.

Quality early childhood education centres, like LABCEC, which concentrate on the child's total development as opposed to only academic growth, can truly make the difference between our country's going backwards or forwards.

We do hope you will find it possible, given the reasoning above, to begin or continue to donate to LABCEC.

Attached please find a copy of our annual report.

I remain,

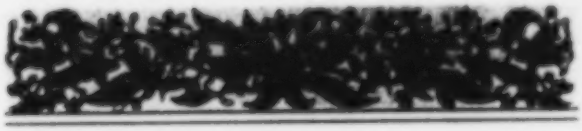
Sincerely yours,

Hilary Darcheville
Chairperson

Running the programme (continued)

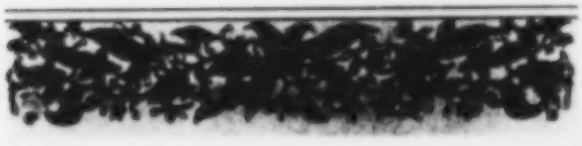
This letter will be followed up by as many calls as necessary until a commitment to donate is received or a person refuses to donate.

3 reminder cards, one month apart, will be sent to the donor after the commitment to donate has been received. See examples below.



Gentle Reminder 1

You indicated that you
may be willing to donate
the sum of .....
to .....
If you are still willing to
do so, you can send a
cheque by registered post
to .....
.....



Great changes in the destiny of mankind can be effected only in the minds of little children.

Sir Herbert Read, 1963

willing to donate the sum of ..... to .....

You can send a cheque by registered post to .....

The growing minds and bodies of children must therefore be given priority protection. There could be no greater humanitarian cause; there could be no more productive investment; and there could be no greater priority for real development.

You indicated you may be willing to donate the sum of.....
to .....
If you are still willing you can send a cheque by registered mail to
.....
.....
.....
...

Gentle Reminder 3

Above all, it is essential that the needs and and the rights of children should become the common cause

Running the programme (continued)

The board members will be asked by the FRO to appeal to any refusing donors.

If after 3 reminder cards have been sent to persons who have committed themselves to donating, those persons still have not sent in their donations, visits will be paid to these persons by the FROs to be followed up by more calls.

All monies will be paid in care of the Executive Director, NAECE. All cheques will require the two signatures of the Chairperson and the Treasurer.

In addition to this, the FROs will run a smaller donor programme through board members and parents requesting sums individuals are prepared to donate on donation sheets.

Also, the NAECE will run an annual raffle, obtaining attractive prizes and selling its tickets at cost price with 10% commission.

As part of their job descriptions, all FROs will be required to attend at least 3 board meetings per year per centre and 3 parent meetings per year per centre for which the FRO has donors.

The programme will also be run by volunteers who will target larger corporate donors giving between $1,000.00 to $7,000.00 per year. The volunteer will first be enlisted by telephone or word of mouth. Relevant documents of NAECE will be sent to the Fund Raising Volunteer (FRV) along with a list of the donors to be targeted. The FRV will then be called for their decision upon which, if their decision is favourable, they will be asked to begin telephoning the corporate donor after their receipt of a letter of request from the NAECE. The FRV will be contacted once a week by a staff member of the NAECE for an update on the position re donation. After the FRV has received a possible positive reply from the corporate donor, the NAECE will send three follow-up reminders to the corporate donor. If no reply is received, the process will be reviewed by the Director, NAECE and the FRV.

Running the programme (continued)

An on-going education programme will be conducted with membership, all members, FROs and FRVs also as part of running an efficient national fund-raising programme.

The spiritual dimension

The Saint Lucian community will contribute largely because of its commitment to Saint Lucian children. This factor must be seen as central and should never be forgotten.

Neither should the mission statement of the NAECE be forgotten. It is:

In every community, the child is important and needs to be given the best opportunity to develop fully at all stages of child development. Our aim is to set up a concrete foundation for early childhood education. This will be sustained through volunteer community effort, parental participation and funding agencies. We seek to promote and improve the concept of community based early childhood education. This will be pursued through the interaction of member groups, ideas sharing, community involvement, programme planning, sustainability and liaison with Government and NGOS.

It follows that the commitment of the NAECE's executive and members through the facilitation of board and parent/community meetings (at least three times per year each) is essential. Executive members and general members should be trained in the conduct of board and parent meetings.

This is vital if a base in the communities is to be built which will facilitate the continued attainment of certain material benefits to the association and its membership. It is also necessary if the additional goal of government advocacy towards achieving much greater state support on a financial and spiritual basis is to be achieved.

AGENDAS

FOR

BOARD MEETINGS

OF

CARIBBEAN

COMMUNITY BASED

EARLY CHILDHOOD EDUCATION CENTRES

Rosamunde Renard
LABCEC
25th June, 1996

BEST COPY AVAILABLE

This booklet was funded by

THE KELLOGG FOUNDATION

Introduction

Board Agendas are important. Without them, there is an absence of planning. Without them, board members risk becoming bored at the repetitiveness of the agendas. The community board may become extinct.

In this document, it is assumed that community boards meet no more than once a month or once every two months.

This document is not meant to be read or used in isolation. There are a number of documents/pamphlets which should be read along with it. These are:

1. A case for Community-run Pre-School and DayCare Centres
2. LABCEC needs you
3. The Parents as Teachers programme for continuing education
4. National Fund-Raising
5. Starting up a community board for an early childhood education centre
6. Local Fund-raising

These are all available at the Laborie Community Education Centre.

The following list of agendas and the detailed attached are by no means exhaustive. Board members may suggest many more topics for the agendas. This list was compiled over 12 years of working with community boards. It is hoped that it gives to any community board member the empowerment necessary towards the conduct of effective board meetings.

Agendas

1. Minutes

The first matter on any agenda is the reading of the minutes. A secretary should be elected from the very first meeting. This secretary should be quality literate and should understand the importance the group attaches to her task. An assistant secretary should also be elected. The secretary should give the minutes to the assistant if she or he will be absent from the board meeting. Likewise the assistant should give the minutes to a board member if he or she will be absent.

The importance of the minutes cannot be stressed enough. Without these minutes there can be no follow-up of matters agreed upon by the board.

2. Errors and Omissions

No comments

3. Matters arising

No comments

4. Parent meetings

All centres should have parent meetings at least once a month. For possible agendas of parent meetings see A case for community-run Pre-Schools and DayCare Centres, pp. 60 - 62. See this same document for chapter on Parent Involvement. The minutes of these meetings should be discussed at the board meetings. Discussed should be agendas, guest speakers, reactions to meeting, concerns raised by parents as well as follow-up decisions made by the board.

5. Parent sponsorship

Parents who are of a reasonable socio-economic level should be asked to sponsor the centre or board, besides that is paying fees. In this matter parents should be approached cautiously. An attractive and simple booklet should be prepared for presentation to parents. See LABCEC needs you for an example. The parent should be approached formally as it is a serious matter.

Parent sponsorship could be approached in two ways. Either the board could invite a number of parents of higher socio-economic strata and conduct a group session, reading from the booklet and asking for their sponsorship or the centre's Administrator could conduct individual sessions with these parents, after their selection by the board. The first method has not yet been tested. However the second method has proved successful by 90%. In either case, parents should be given a copy of the booklet.

Parents should be asked for one-time funding of a fixed amount per year as monthly collection has proven too difficult to collect in terms of the amount of time and effort needed to be expended on this collection.

6. Parents on board

The board should elect at least three parents on a 12 person board. At least one of these parents should be an underprivileged parent. The board is not a parent board but a community one. Likewise the board is responsible for fund-raising so

although it should have at least one underprivileged person, the more underprivileged it contains the less effective its fund-raising capacity. An attempt to alleviate this difficulty of having too few poor board members could be done through having as many "underprivileged friends" as possible as part of the membership body of friends, sponsors, parents, board members and staff.

7. Parents as teachers programme

The board should read the short booklet on the PAT programme referred to in the introduction. This will educate them on the justification, objectives and activities of the programme as well as on the concerns raised by parents and children.

8. Parent Educator minutes (recurrent)

Comments on Parent Educator minutes should be read at each board meeting on boards where there is an active home visitation programme. These minutes are based on a manual available from LABCEC (not included in the documents cited in the introduction). The comments should be compiled by the Administrator or the Project Advisor. For example of comments on minutes see A case for community-run Pre-Schools and Daycares, pp. 46 - 48.

9. Friends and A.G.M.'s (Annual General Meetings)

Each board member should be asked to submit a list of names of their friends from the community. These names should be accompanied by addresses and telephone numbers. The best strategy for collecting these names is to ask the board members to write them down during the meeting. These names should be given to the secretariat to be compiled on computer and in filing boxes.

The functions of the friends are:

1. Clarifying the institution or institutions' mission
2. Participating in an educational process on Early Childhood Education
3. Enhancing the public image
4. Advocating with government
5. Approving long-range plans
6. Assessing friend performance

The friends together with the parents, sponsors and board members of the

centres involved will make up the membership body. They should meet once per year for an A.G.M. Meetings more than once per year would cause difficulties of organization for the secretariat and cost. These A.G.M.'s should discuss:

1. Annual budget of past and future year
2. Reports from the board
3. Elections of at least 3 friends to the board
4. Education on Early Childhood Education by qualified guest speaker
5. Education on other programmes of centres by qualified quest speaker
6. General discussion of friends
7. Cultural entertainment by children, parents and groups
8. A.O.B.
9. Refreshments

The centres should contribute towards the cost for refreshments.

10. Absent board members

Some board members may be continually absent without excuses. A board without 80% turnout is not an effective community board. Yet, absent board members should not be alienated even after being absent for three consecutive meetings without an excuse. Nevertheless, a board member who is absent thrice consecutively without an excuse should be supplemented not replaced. That is, the board members should suggest the name of another community member who will come to meetings regularly. However, the board should still continue to write the absent board member informing him or her of meetings. The reason is that, in the heart, an absent board member may, in fact, be a committed community volunteer. If not, in his or her heart, may be, at least, a possible friend.

After a board member has missed more than 2 meetings out of 6 without an excuse or 3 meetings out of 12, the board should consider replacing him or her permanently.

This supplementing and replacing of board members should be done assiduously if the board is to be an effective one.

11. Board turnover

On any board there should be some turnover each year. This turnover could be no more than 3 members per year for continuity. These 3 members could be parents or friends. The fixed members of the board have, in LABCEC's case, served between 9 - 12 years without affecting their commitment and contribution negatively. Fixed board members are essential in the Caribbean where the scarcity of human resources pose a problem. Each board should decide whether some members are in fact life-long members for as long as they hold their official positions such as Education Officer and Principals of Infant or Combined schools for example.

12. Board sponsorship

The Grace board was the first board to come up with the idea that each board member could sponsor paying $10.00 per month in May 1995. This would raise approximately $1,000.00 per year per board. Perhaps certain exceptions could be made to board sponsorship. Underprivileged persons on the board could either be exempted or have their contributions reduced while board members who fund-raise considerable sums might be exempted from sponsorship if they so desire. Also, board sponsorship should be voluntary and no member should be obliged to sponsor if they do not want to.

12. The Secretariat

The Secretariat is very important. In the case of the Southern network, LABCEC acts as the temporary secretariat. Without a secretariat a board cannot function. Larger centres such as Laborie and Soufriere and certain centres in Castries might be able to afford their own secretariat. However, they could also, as LABCEC is doing, provide the resources for a cluster of smaller, or yet unorganized centres - unorganised in terms of a secretariat that is. Smaller centres would need because of the cost incurred to combine their resources to place their secretariat at one of the centres.

What are the reasons justifying the secretariat. The secretariat helps to fund-raise for the centres. The Secretariat can raise between $10,000 to $18,000 E.C. per centre for the larger centres and between $5,000 - $10,000.00 E.C. locally for the smaller ones. Also, the secretariat can help, though its action, to keep the community spirit alive. The objectives of the secretariat include:

1. To provide support for the growth and development of the community boards

2. To provide support for the growth and development of community participation
3. To give technical assistance to the centres

This technical assistance given through proposals, letters and follow-up telephone calls can be given in the following areas:

1. Construction
2. Locating and securing land
3. Building repairs
4. Play equipment
5. Ressource Accoutrements
6. Networking
7. Setting up local boards of management
8. Training
9. Setting up and following up parents as teachers programmes with home visits
10. Other parent involvement
11. Other technical assistance

The staffing of the Secretariat should include at least:

1. A Project Advisor cum Administrative Assistant cum Coordinator cum facilitator trained in dealing with funding agencies. This Project Advisor should be adept in financial accountability to funding agencies. He or she should also be responsible for the secretariat work involved. The Project Advisor should have at least a Bachelors' Degree and training or experience in Early Childhood Education.

2. One or more full time office assistants depending on the size of the secretariat.

3. One or more full time Fund Raising Organizers (FROs).

These persons would need to be paid. For payment of the FROs see booklet on national fund-raising.

The National Association of Early Childhood Educators (NAECE) presently has two secretariats - one in the north and one in the south. Centres should affiliate themselves with one of the two depending on their location geographically. Note that there is administrative need and financial capacity for only one Administrative Assistant cum Coordinator cum Executive Director cum Facilitator who should

oversee the functioning of both secretariats.

14. Scholarships

The plight of the poor in the community should be a matter of concern to the board. This is evident through the Parents as Teachers programme where as many as 120 parents are visited per month, many of them poor. Also, many children between 0 - 5 years of age do not attend pre-schools/daycares. Boards should seek development of government policies concerning these mostly underprivileged children. Should Government, as Nimicht suggests (1) create daycares where children attend twice per week and parents attend weekly sessions? There could be collaboration with already existing centres whether private or government.

The boards could help to small extent through the provision of scholarships. Each centre should provide a minimum of scholarships per year and the board and secretariat encouraged to find sponsors for these underprivileged children.

15. Confidentiality

The board should discuss confidentiality as often as required and certainly each time before minutes are read by parent educators.

16. Annual Budgets

Annual budgets should be presented to the board by the secretariat and board.

17. On the job-training

On-the-job training of the majority of untrained teachers should be a priority until the majority of early childhood educators are trained. In cases this on-the-job training could be done by a foreign cooperant. Where none is available or/and if the finances permit, this on-the-job training could be more effectively done by a trained early childhood educator. This educator would need to receive an honorarium for each site visit to a school other than his or her own. The Ministries should be encouraged to increase the number of field officers which number is highly inadequate for the present.

18. Policies

The policies of the centres, including personnel policies, should be reviewed by the board annually. For written policies see A case for community-run pre-schools and daycares, pp. 74-78. For personnel policy, see Appendix One.

19. Training in Early Childhood Education

It is the duty of the board to encourage at least two persons per centre to receive the Ministry or SERVOL three year training. In the case of one person leaving the centre, another person should receive the training to make up the minimum number of 2 trained. This number is not a magical number. Rather it is the minimum number of educators who need to be trained to ensure quality. Other teachers could be trained but it should be made clear that their training may not necessarily involve higher salaries or better conditions of work.

20. Training for Community Education programmes

The board should decide what will be its other programmes in terms of community outreach. Such programmes could include:

1. **Parents as Teachers programme**
2. **Continuing C.X.C. education programme**
3. **Youth programmes.**

For programme 1 and 3 training will need to be done.

21. Elections

The Chairperson and Secretary of the board should be influential people capable of negotiation with funders, government, business and private citizens. There may, thus, not be a need to rotate the chairperson or secretary since these type of persons are in short supply, unless the need is felt. The treasurer is very important expecially for accountability of overseas and local monies.

22. Relations with other Pre-Schools/Daycares in the area

Pre-Schools/Daycares who are not involved in the community board should be constantly wooed for their involvement. They should be invited to all the board's functions including training sessions

23. Sponsorship (recurrent)

Each board member should identify sponsors capable of sponsoring $110.00 per year at minimum or $10.00 a month. They should provide their addresses and telephone numbers. The secretariat, armed with the centre's booklet, should make the initial contact and the necessary follow-up by letter or telephone call. At each board meeting, an update of the sponsorship should be given and board members asked to contact sponsors where necessary.

24. Annual reports

Annual reports should be prepared by the secretariat along with the board members. They should be circulated to all board members, and sponsors at least. For details of annual report see A case for Community-run Pre-Schools and DayCare Centres.

25. Heads and Deputy Heads

The board should decide on the Headteacher and with the advice of the Headteacher, the deputy headteacher. Where an administrator is already in place, the board should only decide on the deputy. For Job description see A case etc.

26. Expatriate volunteers

Expatriate volunteers should only be used when qualifications or cost prohibit a local person from filling the position.

27. Objectives

The objectives of the Early Childhood Education centres need to be discussed in a common meeting of all board members in the network. Examples of objectives are:

1. **To demonstrate the adequacy, desirability and feasibility of a community-based integrated approach to education**

2. **To meet the educational needs of a number of communities in a manner that is in conjunction with the principles of a low-cost, quality, participatory and integrated community education**

3. **To continue a process of transformation of educational policies**

and programmes that would integrate the above principles

4. **To empower women and men in the management of community education institutions geared to an improvement of their families socio-economic, physical, intellectual, creative and emotional conditions**

5. **To develop early childhood education essential to a secure foundation**

6. **To encourage community participation in the growth of the institution**

7. **To enhance the employability of mothers**

8. **To train personnel in the areas of pedagogy and evaluation and other skills required for efficient administration.**

28. Mission Statement

Likewise the mission statement should be discussed in a plenary session. An example of a mission statement is the mission statement of the National Association, available from the Association.

29. Licensing requirements

Available from the Ministry of Education, these should be discussed at least twice a year with reference to the centres' compliance with these requirements.

30. Government role

See paper on Government role in Appendix Two. This should be discussed with board members, parents, sponsors and friends.

31. Needs of Centres

The needs of the centres in terms of funding should be discussed. The following list could be changed or added on to:

1. **Youth programmes**
2. **Ressource Accoutrements**
3. **National Association**

4. Technical Assistance
5. Evaluation of programmes
6. Parent Home visits
7. Youth centres
8. Fencing
9. Training
10. Land
11. Building
12. Building repairs
13. Playground equipment
14. Instructional materials
15. Administration and Communication
16. Audit
17. Learning centre

32. Constitution

See LABCEC's constitution for example of constitution of community education centre. See National Association's constitution for example of a network constitution.

33. Fund-raising committees

These committees should be comprised of parents, sponsors, staff and board. They should meet at least once every two years, for bonding. Sponsors should target private citizens and business while the parents, staff and board could target parents, the community and other private citizens and could hold fund-raising activities including annual concerts with children, parents and teachers and annual bazaars. The secretariat would coordinate these efforts as well as targeting foreign donors. There should be a minimum of 1 fund-raising activity per month. A staff member should coordinate this. This high minimum is due to the fact Saint Lucian parents cannot afford, in the majority, to pay more than $60.00 per month for early childhood education and that their contributions make up 99% of the centres' budgets still.

34. Staffing

The Administrative staff is responsible for staffing upon the approval of the board. The administrative staff is also responsible for firing. The fired educator may, however, appeal to the board.

35. Proposals out

A list of the proposals out to the donor agencies should be discussed at each meeting. Items for funding and amounts should be discussed. When a proposal is accepted it should be discussed in detail at the board meetings. Note it is presumed that the initial proposals correspond to the centres' mission statement, objectives and overall plan.

36. Plans

5 year plans should be discussed once every five years at board meetings while a 1 year plan of activities should be discussed every year.

37. Follow up

There is need for decision taken on the matters that will be followed up by specific staff and board members before the next meeting.

38. Annual staff evaluations

Annual staff evaluations of Administrator and board should be made at full board meeting with staff and project advisor present at least once per year. These evaluations should be based on the job description which should comprise initiative, perseverance, follow-up and community commitment. See LABCEC for example.

39 Annual children's evaluations

These evaluations should be drawn up by the administrator, done once per year and the results presented to the board.

40. Auditor's report

An auditor's report should be presented each year to the board in the case of a registered centre.

41. Monthly target budgets

A monthly budget, divided into income and expenditure with line items and monthly targets for each line item should be presented to the board at each board meeting as a major way of keeping to targets set.

42. Monthly Fund-Raising

Fund-raising to be done by staff with help of FRO (in at least one activity) should be outlined and specific plans made before the end of the meeting.

43. Other Board Education

A plan for board education each year should be presented by the Administrator to the board and followed up.

44. Self study

A self study should be undertaken once every three years and an annual evaluation of the centre once per year. The self study could be based on the NAEYC's self study. This could be followed up by a validation process.

45. Common Entrance results

School records would need to be carefully kept and the common entrance results of those students who attended the pre-school and left for Primary school could be recorded and compared with the results of the general student body. See LABCEC's results in appendix two.

46. Any other business (A.O.B.)

List of Agenda topics in terms of recurrence

Topics for every meeting	Topics for once a year	Occasional topics
1. Minutes	1. Parent Educator minutes	1. Parent sponsorship
2. Errors and Omissions	2. Friends and annual general meeting	2. Parents on board
3. Matters arising	3. Absent board members	3. Parents as Teachers Programme
4. Monthly target budgets	4. Board turnover	4. Board sponsorship
5. Monthly fund-raising	5. Scholarships	5. Secretariats
6. Board Education	6. Annual budgets	6. Confidentiality
7. Follow up	7. Training in early childhood education for professionals, other staff and volunteers	7. On-the-job training
8. A.O.B..	8. Training in community based management for professionals, other staff and volunteers	8. Policies
	9. Elections	9. Relations with other pre-schools/daycares
	10. Parent meetings	10. Heads and Deputy Heads
	11. Licensing requirements	11. Expatriate volunteers
	12. Fund-raising committees	12. Objectives
	13. Staffing	13. Mission statement
	14. Proposals out	14. Government role

	15. One year/five year plans	**15. Constitution**
	16. Annual staff evaluations	
	17. Annual children evaluations	
	18. Self Study	
	19. Annual reports	
	20. Auditor's report	
	21. Sponsorship	
	22. On the job training	

Appendix One

THE LABORIE COMMUNITY EDUCATION CENTRE

Citrus Grove,
Laborie,
Saint Lucia,
West Indies

PERSONNEL POLICY

A. SALARIES

Salaries are to be set for each employee according to agreement among the employee, the Coordinator, the other Administrative staff, subject to the approval of the Board of Directors. Salaries will be based on abilities, training, length of service, education, experience and job responsibilities. Payment will be made on the last day of each month or on the working day that falls closest to those days. Salary increases shall be commensurate with increased enrollment, income, duties and responsibilities of any employee.

B. VACATION PAY

No deductions from pay will be made for regular school vacations and holiday closings. Each employee should check their job description for holidays.

C. SICK OR PERSONAL LEAVE

One day a month personal leave and two days a month sick leave shall be allowed with full pay. In case of a major illness that requires an absence of more than three days, the cost of hiring a substitute shall be deducted from the regular pay. After thirty school days, no pay shall be involved. Leave shall not be cumulative from year to year. Maternity leave shall be for a period no exceeding three months. No pay is involved. However, NIS will give maternity benefits. Note NIS also pays 65 percent of a workers insurable earnings for a period of illness in excess of three days.

D. SUBSTITUTES OR SUPPLY TEACHERS

Substitutes hired by the Coordinator upon the absence of a teacher shall be paid according to the rate provided in the annual budget. The HeadTeacher

is responsible for the hiring and in her absence - the Deputy HeadTeacher.

E. HOURS

Teachers shall work from four to eight hours daily, depending upon the individual contracts. Teachers are expected to attend staff meetings of one-half to two hours weekly. Time for such meetings and for classroom preparation is built into the salary schedule. All salaried persons may be called in for a reasonable amount of extra time at no extra pay in emergency situations, in preparation for meetings, open house or other special events and in connection with individual responsibilities of LABCEC. The Coordinator, Assistant Coordinator and HeadTeacher shall be on call anytime in connection with responsibilities of the position.

F. INSURANCE BENEFITS

All employees shall be covered by the National Insurance Scheme

G. PROBATIONARY PERIOD

All new employees shall serve a probationary period of 12 weeks. At the end of this time the employment will be considered permanent or will be terminated. The Coordinator shall schedule regular periods of observation during the probationary period with ongoing feedback to the employee. Two weeks written notice either from the school or from the teacher must be given in case of termination. Legally, no reason needs to be given if dismissal occurs during the probation period.

H. YEARLY CONTRACT AND TERMINATION NOTICE

All full-time staff shall operate on a yearly contract.

For employees of more than 12 weeks (taken from Section 6 of the contract of service Act. No. 14 of 1979)

Note that your contract may be terminated by giving

a) One week notice if your period of continuous employment is more than twelve weeks but less than two years.

B) Two weeks notice if your period of continuous employment is two years or more but less than five years;

c) six weeks notice if your period of continuous employment is more than ten years.

J. COSTS OF TRAINING

The centre shall make partial re-imbursement of tuition charged for Adult Education or University courses. This re-imbursement shall range from 25 to 50% of the tuition, depending on the number of staff members participating in courses concurrently, the expense of the course and the availability of funds within the budget. Tuition shall be paid in the form of a loan to the employee. During the 2nd year of continued employment after the completion of the course, the loan shall be written off as an expense. Should the person voluntarily leave the school's employment prior to a one year period, the amount loaned will be deducted from the person's final paycheck.

Travel and per diem for all courses run by the Ministries will be paid by the centre. If, however, the Ministries also pay a per diem and travel costs, the staff members will reimburse the amount paid by the Ministry up to the amount paid her or him by the centre.

L. All staff persons shall have a fifteen minute relief period during each four hours of work. Adequate supervision of the students will be arranged.

M. HEALTH EXAMINATION

See licensing requirements

N. SUPERVISION

The staff will be responsible to the Headteacher of the Centre. In the Headteacher's absence, the staff will be responsible to the Deputy Headteacher. The Headteacher is responsible to the Coordinator who is responsible to the Board of Directors.

O. JOB DESCRIPTION

Each member of staff shall be given a job description that will be applicable to the position covered by the contract.

P. CONTRACTS

Each staff member will be given a yearly contract

Q. PERSONNEL DIFFERENCES

In the event of lack of agreement on procedure between members of the teaching staff, the Coordinator will make the final decision. In the event of lack of agreement on procedure between members of the teaching staff and the Coordinator, the Coordinator may ask the Chairperson of the Board to arbitrate and will abide by the Chairperson's decision.

R. STAFFING

The administrative staff is responsible for staffing and for hiring and firing staff. A staff member who feels, however, that they have been unfairly terminated may appeal to the board.

S. AMENDMENTS

Any changes, revisions, or amendments to the personnel policy will be presented to each staff member at least ten days before the offering of a new contract.

THE LABORIE COMMUNITY EDUCATION CENTRE

Citrus Grove,
Laborie,
Saint Lucia,
West Indies

Tel: 809-454-6449
Fax: 809-455-9194

February 16th, 1995

EMPLOYMENT AGREEMENT FORM FOR .....

Dear.....,

You are invited to become/continue as a member of our staff for the school year beginning ..... and ending .....

Your position will be that of ..... with responsibilities according to your job description and the personnel policies of the school.

You will be paid at the rate of .....per month/per day.

Your hours have been set to be from no later than .....a.m. until at least .....p.m. on every day that the school is open with the exception of days on which you are on holiday, sick or personal leave.

You are expected to make yourself available for staff meetings and/or in-service training meetings, occasional evening meetings, and pertinent school events. Pay for these occasions has already been taken into consideration in setting your annual salary.

<u>For new employees only</u>

As a new employee, you will be on a ..... month period of probation, during which time the position may be terminated by either party on giving a two-week notice of termination.

We would like to wish you all the best during your experience at LABCEC. Welcome.

Date ..... For the Centre .....
Coordinator

Signature of Employee .....

Signature of Coordinator .....

Appendix Two

THE ROLE OF GOVERNMENT IN PRE-SCHOOLS

It is clear that Early Childhood Education Centres cannot meet all their needs in their drive towards quality. The majority of parents cannot afford to budget inordinately to their child's pre-school education. So, most pre-schools which are low-cost operate on shoe-string budgets. In real terms this means that Administrators of these centers earn little or no income for at least two months of the year and teachers may earn reduced income. An yet, the most important part of quality is the level of training, commitment and dedication of the staff. In the first place this staff earns low salaries in most pre-schools. When, to compound this, in the second place, they cannot even be sure of receiving their small incomes for all months of the year, it is easy to see one of the reasons why there is such a high turnover rate among Pre-Schools.

However, the needs of Pre-Schools do not only include the provision of adequate and regular salaries. They also include such items as fences for the safety of the children, toys which are the children's work tools, adequate housing which sometimes implies new buildings and sometimes repaired ones, adequate water supply and electrical services. These are just some of the needs of Pre-Schools.

And yet, with all these needs, many of which are not being met presently, Pre-Schools are integral to our country's national development.

It has been proven that a child's brain develops 80% during the 0 - 8 years. It is, thus, of vital importance to the country's social, political, economic and cultural development what happens to the child

between these vital years. Without proper attention to the 0 - 8 years, our country's crime rate goes up, self-employment goes down, our workforce is affected negatively and extra millions of dollars are spent on solving areas which could have been prevented in the first place.

The ages 0 - 8 are, to insist, vital to country's development. And yet, so often, they are misunderstood, ignored and underestimated.

During these years 0 - 8, the parents, the Early Childhood Education teacher, the Infant School teacher and the wider community play an important part. Efforts must be expended on their training and their well-being.

In all this, how is Government helping and how can Government help. It is not being suggested that Government should take up all the slack from the Pre-Schools. Funding agencies should play their part and local business should also play their part. However, funding agencies will not provide salaries or any long term support, for maintenance for example. And business should only reasonably be expected to assume at the most half of the burden of this long term support.

We are not suggesting Government takes over Pre-Schools. All Pre-Schools are privately owned and we think this should continue to be the case. In developing countries, such as Guyana, where Government has attempted to assume total responsibility for Early Childhood Education, the results have been a disaster, according to Nimnicht. Private management of these centres may be a necessity in these developing countries. They lend finance, fast decision making and creativity to Early Childhood Education. However Government monitoring and control is necessary in the goal towards achieving quality in Early Childhood

Education. Government monitoring should continue to develop but along with it should develop increased responsibility towards Early Childhood Education in all domains possible.

It is in the areas of long term support which funding agencies cannot and will not supply that Government intervention is sorely needed. And make no bones about it - without this intervention - quality Pre-School Education for the majority of Saint Lucians will never be achieved. Government could and should help with:

1. The provision of fences for safety
2. The subvention of teachers' salaries
3. The provision of funds for building maintainance
4. The provision of start up toys and furniture some of which should come from local sources
5. The extension of Government training, including distance education, and follow-up already in progress
6. The provision of materials and labour costs to repair and upgrade premises
7. The identification of grant sources and support to funding agencies requesting endorsement of funding to centres and to the national association
8. The rendering of government land easily accessible and free of cost
9. Support for a National Association

These are just some of the areas in which Government could make a real dent in the provision of quality services for pre-schools.

Early childhood education should be a shared responsibility between Government and the community. The goal should be partnership so that communities assume responsibility for early childhood education

without being burdened with charges which are too heavy for them to bear.

To return to our theme, we would like to state again that it is not being suggested that Government assume total control of Pre-Schools. This would be a mistake. Rather, that Government encourage local businesses and funding agencies to invest in Pre-School education, determine the areas where this input is not possible and then take up the slack towards the provision of quality services to Saint Lucian children and their parents.

Footnotes

1. G Nimnicht, Meeting the Needs of Young Children: Policy Alternatives (Bernard van Leer Foundation, Occasional Paper no. 2, April 1987) p. 36

PROFILE OF THE

NATIONAL ASSOCIATION OF

EARLY CHILDHOOD EDUCATORS

Secretariats: SURESTART/LABCEC
1996

Five year Action plan

1. *Institutional Development*

Acquisition of 3 computers
Acquisition of 3 typewriters
Acquisition of 3 fax machines
Acquisition of 3 filing cabinets
Acquisition of office supplies
Acquisition of office equipment
Acquisition of 3 desks
Acquisition of 1 room for office
Hiring of 6 part-time staff members
Acquisition of 1 photocopying machine
Internet Access
Local fund-raising

2. *Technical Assistance to Early Childhood Education Centres*

International fund-raising
Construction
Acquisition of playground equipment
Acquisition of food programme equipment
Building repairs
Acquisition of ressource accoutrements
Acquisition of instructional materials
Grants to centres for above
Training in early childhood education
Publication of newsletters for professionals and parents
Publication of newspaper articles for public
Setting up a ressource room with books, internet access and E-mail access
Setting up a twinning programme nationally and internationally
Holding 3 general membership meetings a year
Holding 10 board meetings a year
Publication of audio-visual materials for fathers and general public
Holding annual general meetings

3. *Training*

Parent Educators for home visits
Parent Educators for group meetings
Professionals for early childhood Education
Professionals for community-based management
Board members for community-based management
Professionals in financial accounting
Executive members in CXCs, B.A's, M.A's and Phd's as required

4. *Income-Generation*

Setting up "Meals on Wheels"
School transport
Children's store

5. *Infant School liaison*

Encouraging Principals to join centres' boards of management
Publication of manual on child development 5-8 years for teachers of this stage

6. *Evaluation*

Questionnaires for centres before assistance is given
2 yearly evaluation of NAECE
Board members keep a diary related to NAECE's impact on their centres
Evaluation forms at the end of each training session
Assistance of an external evaluator

7. *Government Advocacy*

Send profile to Dr. Kenny Anthony
Send profile to Dr. Vaughn Lewis
Meeting and profile with Minister of Education
Meeting and profile with Permanent Secretary, Ministry of Education
Profile and letter to C.E.O., Minister of Education

Meeting and profile to Education Officer - Pre-Schools
Annual reports to all of the above
Invitations to general meetings to all of the above.
Improved collaboration between two secretariats, LABCEC and SURESTART and the Ministry of Education, Culture and Labour

Rationale of NAECE

There are in 1995, 754 Early Childhood Educators in Saint Lucia facilitating 7,041 children between the ages of 0 - 5 in approximately 150 centres. Except for 16 government run Daycares in the charge of the Ministry of Community Development, these centres are all privately-operated. Government is spending less than one percent of the total budget of the Ministry of Education and Community Development combined on pre-school and daycare education and is, thus, not meeting many of the present needs of these centres. Nor is the private sector meeting their needs. For instance, most centres find it difficult to receive salaries four months of every year. Yet adequate salaries and work conditions are only two needs. There are many others. These include building repairs, adequate water supply and toilet facilities particularly in rural areas, community outreach programmes among many others. Especially, there is a need for the conscientization of the community through the development of community based early childhood education. To meet these requirements, there is, thus, need for all sectors of the country to become involved - parents, other people from the community, business, NGOs, churches and Government.

Early Childhood Educators provide for the social, physical, intellectual, creative, emotional and spiritual development of Saint Lucian children at a time when 80% of their brain is developing. These Educators are crucial in national socio-economic, political and cultural growth. Through their work societal ills - such as teenage pregnancy, inter-generational poverty and

crime - are all alleviated. The growth of a national association with the view of aiding the growth and development of these educators can only be a source of critical national development. It can also serve as a guide to the region.

However, to serve as a guide to the region, the association feels that the future lies in the direction of community-based early childhood education. Community based education is not the only programme guideline which is important in quality early childhood education but it is a vital one. However, NAECE will cater for all early childhood education centers - whether they are for profit, not-for-profit, high cost, affordable, community based and other.

The development of community based early childhood education in terms of a regional network can be adequately justified.

In the Caribbean where Government gives such little funding generally to Early Childhood Education and Care and where most parents cannot afford to pay for full quality early childhood education and care, community based early childhood education and care offers perhaps the only viable means of achieving quality.

Yet, the justification for community based E.C.E.s within our definition of it cannot be simply on the more spiritual or theoretical level, although it lies there also. However, it also lies at the belly level of survival. The fact is that through local funding, using the community as its main resource, the only 3 community-based early childhood centres which have worked hard at it have proved they can earn match parent fees. Also, these centres are only able to access overseas funding because they are community oriented. Had they been uniquely for-profit, private companies, they would not have been eligible for grants from all of the funding agencies which have contributed to them up to now.

Privately owned centres can have access to overseas funding, however, if they are run by community boards.

There is need regionally for community-based early childhood education centres which promote flexibility, encourage cooperation and coordination. A national network for community-based education centres would also help maximise human resources, minimize duplication, improve communication, increase sharing of resources, increase job opportunities, career awareness as well as increase community involvement.

Moreover, a national network of community-based early childhood education centres is vital because it would give access to funding from the community and funding agencies. At the same time, it would increase recreational opportunities, develop community identity and awareness and reduce crime, delinquency, vandalism and apathy.

Addressing the problems stated above will help in the provision of a quality education for children. It will make parents, particularly women, better educators of their children as well as help them break the cycle of inter-generational poverty and inadequate fathering through education. Families will be brought closer together as they too focus on quality care of their children and becoming better educators of their children, Saint Lucia's future.

In Saint Lucia, many children between 0 - 5 have no access to early childhood education. Often, these are the children most at-risk and most at need of quality early childhood education whether it is centre based, home based or based otherwise. There is need for conscientization of Saint Lucians on the urgency of this issue.

Objectives

1. To provide technical assistance and other support for Early Childhood Educators

2. To develop sensitivity to providing quality Early Childhood programmes

3. To provide opportunities for further professional and personal development for Early Childhood personnel

4. To create an association of Early Childhood Educators

5. To develop the association institutionally

6. To create a membership body of friends of Early Childhood Education

7. To influence policy and procedures on early childhood education

8. To encourage the growth of community participation in early childhood education

9. To liaise with schools catering to the transition years 5 - 8 years so as to continue to promote the participatory, activity, hands on approach during the follow up years to early childhood education programmes.

Mission Statement

In every community, the child is important and needs to be given the best opportunity to develop fully at all stages of child development. Saint Lucia has a priority need for total child development if it is to develop positively to the greatest extent of its potential. Our aim is to set up a concrete foundation for early childhood education. This will be sustained by volunteer community effort, parental participation and funding agencies. We seek to promote and improve

the concept of community based early childhood education. This will be pursued through the interaction of member groups, ideas sharing, community involvement, programme planning, sustainability and liaison with government and ngos.

MONTHLY RECURRENT BUDGET NAECE, 1996-7

ITEM	RECEIVED/ SPENT THIS MONTH	IN/OUT SEPTEMBER 96 TO AUGUST 97	MONTHLY TARGET
1. Fund-raising			
a. Personal donors		54,690.00	4,557.67
b Corporate donors		24,000.00	2,000.00
c. Activities		6,000.00	500.00
d. Miscellaneous		0	0
2. GRANTS			
a. Overseas		36,494.00	3,041.00
b. Government			-
3. LOANS			
4. DUES MEMBERS		6,000.00	500.00
TOTAL INCOME		127,184.00	10,598.67
1. PERSONNEL		53,040.00	4,4561.67
2. TELEPHONE		15,600.00	1,300.00.
3. TRAVEL		10,800.00	900.00
4. AUDIT		2,500.00	
5. TRAINING		5,022.00	418.50
6. STAMPS		3,600.00	300.00
7. OFFICE SUPPL.		14,400.00	1,200.00
8. GRANTS TO CENTRES		13,740.00	1,145.00

9. NIS		2,652.00	221.00
10. REIMBURSE-MENT OF EXPENSES		4,500.00	375.00
11. MISCELLAN-EOUS		2,130.00	177.50
TOTAL EXPENSES		127,984.00	10,598.67

ACTIVITY BUDGET 1995-1996

Proposals accepted up to now

Ressource Room

Books 10,000.00 E.C.
Shelves 1,750.00 E.C.

Please note that the activity budgets got mainly through overseas proposals will be used to meet most of the capital expenditure of early childhood education centres. Individual overseas donors will be sought to meet some of these centres recurrent expenditure.